

Healthy Living Logic Model – OVERVIEW

SITUATION - OVERALL 4-H HEALTHY LIVING:

The goal of the 4-H Healthy Living mission mandate is to develop and deliver healthy living learning and application opportunities that meet the needs of youth from a wide variety of backgrounds and their families. In order to reach this goal, the targeted objective of the 4-H Healthy Living mission mandate is to increase knowledge, skills, competencies, and adoption of healthy behaviors among youth and their families by providing developmentally appropriate learning opportunities that promote optimal physical, social, and emotional well being of young people. The national 4-H Healthy Living Task Force has determined that focusing on a few pressing health issues affecting youth, their families, and their communities would result in the best use of 4-H youth development resources. Consequently, 4-H Healthy Living learning opportunities focus on: Improved Physical Well-being (including improved nutrition and healthy eating), and improved Social-emotional Well-being.

4-H HEALTHY LIVING LOGIC MODEL DETAILS

- *Outcomes appropriate for children ages 5-9 are noted as **(child)***
- *Outcomes appropriate for youth ages 10-19 are noted as **(youth)***
- *Outcomes appropriate for family and community are noted as **(family)***
- *Outcomes appropriate for community are noted as **(community)***

OUTCOMES:

Short – Learning (Knowledge, Attitudes, Skills, Aspirations – KASA)

- (child, youth, family) increased knowledge, attitudes, skills and aspirations to promote optimal physical, social, and emotional health habits and reduction in risk behaviors
- identify community resources which effectively address the physical, social-emotional well-being of young people

Mid – Actions (Behavior)

- (youth) increased adoption and mastery of healthy behaviors that lead to a healthy lifestyle
- (youth) increased use of 4-H Healthy Living knowledge and skills to address community health issues to effectively address physical and social and emotional well-being
- ((youth, family) increased youth and family engagement in 4-H Healthy Living opportunities

Long – Conditions

- (youth and their families) increased number of individuals maintaining positive health habits
- (child, youth, family) increased number of youth at lower risk for serious disease, illness, and physical and emotional distress resulting in reductions in health care costs and improved quality of life
- (family) maintained healthy lifestyles as adults (e.g., good nutrition, weight control, regular physical activity, good social and emotional coping, and safety habits and risk avoidance)
- (family) engaged with youth health programs as leaders, community decision-makers, and/or adult sponsors of 4-H HL activities

ACTIVITIES

Who We Target (Audiences):

- Youth, families, staff, volunteers, community leaders, and partner organizations.
- Special focus on new and underserved audiences.

What We Do:

- Design and implement learning opportunities (e.g., curricula, programs and events) with multiple components and involved audiences in meaningful ways.
- Create an evaluation and research system to measure effectiveness of 4-H healthy Living learning opportunities in reaching its goals and objectives.
- Create a well-coordinated system of professional development opportunities so that Extension staff and volunteers are well-prepared to offer healthy living learning opportunities.
- Provide a wide variety of 4-H Healthy Living curricula that meet criteria for effectiveness (established by national panel of distinguished scholars from the Society for Prevention Research²) and the curricula review process established by National 4-H Headquarters to the 4-H system and external groups and organizations.
- Create a clear and consistent national message to generate awareness and promote 4-H Healthy Living learning opportunities adopted by the Cooperative Extension System, National 4-H Council, land-grant institutions, and 4-H Healthy Living partners.
- Use public and private funds at the local, county, state, regional, and national levels to support the 4-H Healthy Living Mission Mandate.
- Forge formal and informal partnerships within Extension and with others interested in the promotion of physical, social, and emotional well-being of youth and their families (e.g., organizations, professional associations, foundations, federal agencies, industry, and businesses).

OUTPUTS

What We Produce (Tangible Products)

- Cooperative and experiential learning, peer mentoring, family engagement, non-formal educational programs, projects, trainings, workshops, internships and apprenticeships, applied research, evaluations, convened coalitions, grant proposals developed and awarded, needs assessments, social marketing campaigns, disseminated and replicated programs, published curricula and peer-reviewed articles/resources

INPUTS

- Evidence-based or research-based curricula and programs
- Tradition, prestige, and history of the network of Land Grant and Public Universities
- Human Resources (paid staff, volunteers, instructors, specialists, leaders, and stakeholders)

- Existing 4-H Youth Development and Families curricula, delivery modes, and programs
- National reports and standards (e.g., Healthy People 2020) that establish benchmarks for Healthy Living outcomes
- National partners with interest in supporting Extension's 4-H Healthy Living network
- Published and unpublished research and valid literature focused on health behaviors, health promotion, youth development, family development, and community development
- Financial supports such as grants, categorical funding, and fees
- Relationships with national, regional, state, and local health experts, public health networks and health advocates
- Facilities – local, state, and regional
- Youth leaders and partnerships with networks of young people
- Electronic resources (e.g., eXtension, web conferencing, wikis)

ASSUMPTIONS/GIVENS

The contributions 4-H makes to positive youth development through multi-generational, mixed-gender, family-engaged, and non-formal education are valuable to healthy living of all youth.

- Extension is ready to make unique contributions to the health and well-being of young people and their families thanks to its multi-level network, ability to interpret and appropriately apply research findings to improve human quality of life, and sustained citizen input and involvement.
- Young people and their families will need to be involved in meaningful learning experiences (NC Regional 4-H Logic Model).
- 4-H Healthy Living program development and program implementation will focus on the risk and protective factors that influence the health outcomes of young people.
- Health behaviors are complex and there will continue to be risk and protective factors on which 4-H Healthy Living programs will have little impact.
- Youth will face an increasing amount of choices and opportunities in all facets of their lives, so 4-H Healthy Living programs will evolve with those choices and opportunities.
- Youth and their families can improve their health through increased healthy living knowledge, taking advantage of resources, and by reducing health risk factors.
- Youth and their families have the ability to reach optimal physical, social/emotional health, and well-being.

ENVIRONMENTAL – EXTERNAL FACTORS

- Demands on family time will continue to be a factor in the programs they choose to participate in over time.
- Families will continue to face resource constraints (time, money, transportation, etc.)
- Changes in society and health practices/services/access will impact young people and their families.

- Research will continue to inform the connections between healthy living and positive youth development.
- Obesity prevention and health improvements will continue to be a core mission of USDA/AFRI and state Extension systems.

EVALUTION PLAN COMPONENTS

- KASA (knowledge, attitudes, skills and aspirations/ intentions) data gathered via surveys, focus groups, and interviews.
- Health behavior change and health behaviors maintenance data gathered via surveys, focus groups, interviews, case studies. and reports from trained observers
- Learner self-reports focused on outcomes
- Program effectiveness RE-AIM data (www.re-aim.org)
- Process evaluations/accomplishments
- Monitor existing trends and surveillance data from other studies and networks
- Youth risk survey, portfolio of activities, and life changes (Silliman, B., 2007)
- Monitor ES237 data (Silliman, B., 2007)
- Review of state HL plans across regions

RESOURCES

See topic specific logic models for a complete listing of the resources used.